

Long Term Plan: Year 8 English

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| T e r m 1 | W/C 04/09 | W/C 11/09 | W/C 18/09 | W/C 25/09 | W/C 02/10 | W/C 09/10 | W/C 30/10 | W/C 6/11 | W/C 13/11 | W/C 20/11 | W/C 27/11 | W/C 04/12 | W/C 11/12 | W/C 18/12 |
| | Poetry from Different Cultures | Poetry from Different Cultures | Poetry from Different Cultures | Poetry from Different Cultures | Poetry from Different Cultures | Poetry from Different Cultures | Animal Farm | Animal Farm | Animal Farm | Animal Farm | Animal Farm | Animal Farm | Animal Farm | Animal Farm |
| | Blessing [4] Night of the Scorpion [1] | Night of the Scorpion [3] The Pearl - RFM [2] | The Pearl Evaluate [3] Island Man [2] | Island Man [2] Formative [1] Hurricane Hits England [2] | Presents from my Aunts in Pakistan [3] Writing to Describe [2] | Half-Caste - [2] Summative [1] Knowledge Organiser | WCF [1] Chapter 1 - Equality/ Inequality | Chapters 2 & 3 - Equality/ Inequality Evaluate | Chapter 4 - Writer's choice of language Formative | Chapters 6 & 7 - Equality/ Inequality Writer's choice of language | Chapter 8 - Evaluate | AQA KS3 Assessment Language/ Evaluate | DCP1 Whole Class Feedback Chapters 9 & 10 - | Knowledge Organiser [4] |
| T e r m 2 | W/C 01/01 | W/C 08/01 | W/C 15/01 | W/C 22/01 | W/C 29/01 | W/C 05/02 | W/C 19/02 | W/C 26/02 | W/C 04/03 | W/C 11/03 | W/C 18/03 | W/C 25/03 | | |
| | Non-Fiction | Non-Fiction | Non-Fiction | Non-Fiction | Non-Fiction | Non-Fiction | Fiction/ Narrative Writing | Fiction/ Narrative Writing | Fiction/ Narrative Writing | Fiction/ Narrative Writing | Fiction/ Narrative Writing | Fiction/ Narrative Writing | | |
| | Street Life RFM/ writer's viewpoint [3] | Don't give money to beggars - help them instead - RFM/ writer's viewpoint [5] | Nuisance Beggar - RFM/ viewpoint [2] Down and Out - RFM/ viewpoint [3] | Formative Assessment [1] WCF Presenting a clear viewpoint - letters [3] | Presenting a clear viewpoint - letters - model/ plan/ write [5] | Summative Writer's Viewpoint & Presenting a clear viewpoint [2] Knowledge Organiser | WCF [1] Stone Cold - writer's craft [2] Narrative Writing - I/ you [2] | Your Shoes-writer's craft [2] Evaluate [3] | Your Shoes - writer's craft [1] I/ you Experimenting with perspective - plan/ write [4] | Midnight is a Place - writer's craft [2] Setting/ character/ structure - plan/ write [3] | Summative - Narrative Writing [1] Frankenstein - writer's craft - [2] Evaluate [2] | WCF [1] Frankenstein - setting/ character/ Experimenting with perspective [3] | | |
| T e r m 3 | W/C 15/04 | W/C 22/04 | W/C 29/04 | W/C 06/05 | W/C 13/05 | W/C 20/05 | W/C 03/06 | W/C 10/06 | W/C 17/06 | W/C 24/06 | W/C 01/07 | W/C 08/07 | W/C 15/07 | W/C 22/07 |
| | Shakespeare | Shakespeare | Shakespeare | Shakespeare | Shakespeare | Shakespeare | Our Day Out | Our Day Out | Our Day Out | Our Day Out | Our Day Out | Our Day Out | Our Day Out | Our Day Out |
| | Henry V - Plot - [1] Prologue [1] Act 1 - Henry's character [3] | Henry V Act 2 - plot [1] Act 2 - betrayal/ Kingship | Henry V Act 3 - plot [1] Act 3 - Leadership | Henry V Act 4 - plot [1] Act 4 - Henry's character Kingship/ Leadership | Henry V Act 5 - plot [1] Act 5 - Henry's character/ relationships | Henry V Summative - extract/ whole play[1] Knowledge Organiser [3] WCF [1] | Our Day Out - Social Class Act 1 | Act 1 - Andrews/ Carol/ attitudes to education | Act 1 - Linda - ideas about social class/ inequality [3 days] | Act 2 - Carol - ideas about social class/ inequality | Act 2 - what makes a good education? Summative - social class [1] Knowledge Organiser [2] | DCP3 Schools - (RFM) [2] Writers' Viewpoints [3] | Presenting a clear viewpoint - what makes a good education? [5] | Presenting a clear viewpoint - schools/ education [3] |

